

Module 9

For FLCL 271H (Classical Mythology: honors section)

Ancient Greek and Roman Myths in Everyday Life

Course

Classical Mythology: Honors FLCL 271H 3 semester hours

The honors component of Classical Mythology is intended to give students a deeper understanding of the subject and its relationship to other academic areas such as art, music, and psychology. Each student must complete a project that involves reading one or more pieces of Ancient Greek and/or Roman literature in translation.

Module 9: Description

The objective of this module is to increase the students' sensitivity to the mythological allusions that they encounter in their daily lives. The module affords students the opportunity to practice their e-mail skills and their computer searching skills.

In daily life, allusions to Ancient Greek and Roman mythology abound; they often go unnoticed, however. To increase awareness of them, the teacher, throughout the course, should mention eponymous terms (e.g., talus bone) and point out allusions (e.g., a representation of the god Hermes [Mercury] on the logo of the FTD Florists). In addition, he or she should bring to class and encourage the students to bring to class materials relating to classical mythology. With the use of a document camera, such as an ELMO, an LCD projector, and a screen, actual articles from periodicals can be shown to the class (and magnified, if necessary).

As a mythology project, instead of bringing materials to class, assign the students to make collections. The teacher makes a list of areas, similar to the following in which allusions to Ancient Greek and Roman mythology might be found:

- Advertising and business
- Science and medicine (see Module 7 for astronomy)
- Literary references in books and articles
- Architecture and art (see Module 2)
- Entertainment
 - Television
 - Movies
 - Sports
 - Games
 - Music (see Module 6)

Depending on the number of students in the class, the categories could be combined or divided further. (In a larger class, the students could work in groups.) Require each student to e-mail his or her top three choices to the teacher. Assignments by e-mail are made on a first-come/first-served basis. The teacher then sends the students a list of

students, their e-mail addresses, and their topics. If a student finds a reference to mythology in another student's category, he or she informs the student via e-mail. The student receiving the e-mail message acknowledges the arrival of the e-mail message. The student writes a commentary for each reference to Ancient Greek and Roman mythology in his or her collection. The commentary should include the following:

- The mythical reference
- A description or copy of the source of the mythical reference with the date on which it was found
- An explanation of the mythological reference that makes mention of the primary source or sources of the myth
- Comments on the appropriateness of the reference (e.g., Why or why not is Pegasus a good symbol for Mobil Oil?)
- Acknowledgement of finder of reference other than him- or herself if that person is another student in the class with date of receipt of e-mail

Towards the end of the course, each student gives an oral presentation of his or her findings. In doing so, some students may wish to make a *PowerPoint* presentation; others may wish to use a document camera and a screen. If a student is technologically adept and owns the software *Dazzle*, he or she may wish to show clips from videos.

Transferability

This module could be used in a beginning Latin or Ancient Greek class or in a unit on mythology in an English class. Heightened awareness of the presence of allusions to Ancient Greek and Roman mythology enhances awareness, understanding, and appreciation of literary allusions.

Faculty Technology Skill

- Ability to use a document camera, an LCD projector, and a screen
- Ability to use e-mail
- Ability to search the World Wide Web

Student Technology Skill

- Ability to use e-mail
- Ability to search the World Wide Web, using a search engine such as Goggle (could be learned from teacher)

Faculty Equipment

- Document camera, an LCD projector, and a screen
- Computer with access to e-mail, such as GroupWise, and to the Internet
- Printer

Student Equipment

- Computer with access to e-mail, such as GroupWise, and to the Internet
- Printer
- Document camera, LCD projector, and a screen (optional)

Benefits of Technological vs. Traditional Presentation

A document camera, such as an ELMO, used in conjunction with an LCD projector and a screen, allows a whole class to see illustrations, articles, etc. It allows the teacher to write in titles or comments as well as to easily magnify material.

By searching the Internet for references to Ancient Greek and Roman mythology, the student can find many references quickly; however, computer searching should not replace a concerted effort to be aware of mythical references in all environments.

Language Resource Center Usage

One session in the language resource center could be devoted to searching for references to Ancient Greek and Roman mythology in everyday life. Using a search engine, such as Google, the students could type in the name of a mythological character. (Students could be assigned characters by lot.) The results of a search will often be multitudinous and surprising. Information should be shared and added to the pertinent collection.

Students looking for references to Ancient Greek and Roman mythology in medicine may wish to visit the following website:

MEDLINEPlus: Medical Encyclopedia
www.nlm.nih.gov/medlineplus/encyclopedia.htm

Students searching for eponymous terms and derivatives may find the following guide to both print-based and Web-based sources useful:

IPL Pathfinder: Word and Phrase Origins
www.ipl.org/div/pf/etymology.html

Greek Words and Phrases
www.newton.mec.edu/OakHill/examinedlife/words.html

Internet Resources

MEDLINEPlus: Medical Encyclopedia
www.nlm.nih.gov/medlineplus/encyclopedia.htm

IPL Pathfinder: Word and Phrase Origins
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